***Collaborative Strategies for Teaching Reading Comprehension***

Textbook Notes

**Chapter 1: Collaborative Teaching in the Age of Accountability**

* The four roles of the teacher-librarian:
  + Teacher
  + Information specialist
  + Instructional partner
  + Program administrator
* According to Serafini (2006), at least 100 books per child is the benchmark for a well-stocked classroom library.
  + He recommends 2,500 – 3,000 resources at all reading levels and in all genres for an ideal classroom collection.
* In an open, flexibly scheduled library with sufficient support staff, students can browse, search, read, and check out books and other resources at the point of need.
* Strategies for Collaborative Teaching
  + Collaboration can happen in all stages of teaching:
    - Planning
      * Educators establish shared goals and specific learning outcomes for students as well as assessment tools to evaluate student achievement.
      * Students’ background knowledge, prior learning experiences, and skill development determine what resources will best meet learners’ needs.
      * Educators decide on one or more co-teaching approaches, assign responsibilities for particular aspects of the lesson, and schedule teaching time based on the needs of students and the requirements of the learning tasks.
      * Using a collaborative planning form can help guide the initial planning meeting.
      * The “backward planning’ framework charges educators with knowing where they are going before they begin determining instructional strategies and resources.
        + Centered on student outcomes
    - Implementation
      * Collaborators can assume different co-teaching roles depending on the lesson, the students’ prior knowledge and skill development, the expertise of the educators, and their level of trust.
    - Assessment
      * Checklists, rating scales, and rubrics developed with colleagues and in some cases with students in advance of instruction or early in the lesson, establish the criteria for postlesson assessment.
      * Collaborating educators must make time to reflect and debrief in order to determine which aspects of the lesson went well and which could use revision.
* Collaboration and School Reform
  + When educators co-plan, co-implement, and co-assess lessons and units of instruction, they cannot help but talk about practice, share craft knowledge, observe one another teaching, and root for one another’s success.
  + Through collaborative teaching, educators develop a common language, a common set of practices, and channels for communication that can increase student learning and help the entire school community better serve the academic and social needs of students and families.
* Reducing class size or lowering the student-to-teacher ratio has a significant impact on student achievement.
  + Classroom-library collaboration can lower the student-to-teacher ratio at the point of instruction.
* Professional Development at the Point of Practice
  + The organic nature of the classroom-library collaboration model offers on-site, job-embedded professional development integrated into the daily practice of educators.
  + School principals are central figures in building a culture of collaboration within the school learning community.
    - They must provide educators with time to co-plan during contract hours.
    - They can support co-teaching by endorsing collaborative teaching for performance evaluations and by spotlighting effective collaborative teaching in faculty meetings and newsletters.
    - They must model collaborative practices by inviting another principal to observe or co-facilitate.
  + Educators are charged with teaching learning and thinking skills such as critical thinking, problem solving, collaboration, communication, and information and media literacy.
    - When educators collaborate for instruction they not only teach these skills, they model them as well, and in the process both students and educators learn.